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# Kindergarten Program Statement

Revised September 2005



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1242  
A7  
K56  
2005

**Alberta**  
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# KINDERGARTEN PROGRAM STATEMENT

## PROGRAM OVERVIEW

### RATIONALE

Early childhood is a significant period in human development. Independence, initiative, decision making, creativity, the ability to learn, the ability to relate to others and feelings of self-worth all have their beginnings in early childhood. What young children learn at this stage will have a major impact on successful learning experiences in school, on personal development and on future participation in society.

The Kindergarten program not only helps prepare children for entry into Grade 1, but also provides a foundation for later success. The purpose of Kindergarten is to provide learning experiences that are developmentally appropriate in order to meet the diverse needs of children and promote a positive attitude toward lifelong learning. A child whose developmental needs have been met is more likely to grow into a self-reliant, responsible, caring and contributing member of society.

The Kindergarten learner expectations describe learnings that are appropriate for young children and are part of a continuum of learning. Young children begin learning in a variety of environments—in their homes, in day care programs and in the community. They arrive in Kindergarten from diverse backgrounds and with a variety of experiences. Some children are already developing, or have developed, some of the learnings described in the Kindergarten Program Statement. Most children will achieve these learnings before they enter Grade 1. Others will continue to develop them during the primary school years. Young children benefit from programs that help them explore the world around them and guide them through the transition from home to school.

### PHILOSOPHY

The following six principles provide a framework for Kindergarten programming.

#### *Principle 1*

*Young children learn best when programming meets their developmental needs.*

The Kindergarten program addresses the developmental needs of young children. Early childhood is a period of rapid intellectual growth and development. Young children have individual intellectual, physical, emotional, social and creative needs that are interrelated. The development of the intellect is influenced by emotional, social and creative growth. Kindergarten programs address all dimensions of a child's development.

Children develop through similar stages but at individual rates, and they need differing amounts of time to develop common understandings. The Kindergarten program recognizes and supports each child's prior knowledge, skills, attitudes, learning pace, personal traits, interests and goals, and preferred learning styles. The Kindergarten program is adapted and modified to meet individual and group needs, interests and developmental levels. Assessment is an ongoing part of each child's daily learning. Based on the observation of each child, assessment is used to provide feedback to the child and parents and to plan the learning environment.

## **Principle 2**

*Young children develop knowledge, skills and attitudes that prepare them for later learning.*

Young children are naturally curious and eager to learn. They are active learners who learn through a variety of means. Purposeful play is an important mode of learning for children. Children at play are highly motivated and capable of intense concentration. Through organized activities and purposeful play, children explore and experiment with their environment. They clarify and integrate information and concepts encountered in their previous experiences. In Kindergarten, children experience a range of appropriate experiences and interactions that enable them to add to their knowledge, learn new skills and practise familiar ones through self-initiated and structured activities.

The way young children view the world differs from that of adults. The Kindergarten program provides concrete, first-hand experiences with a variety of materials and people to help children build a solid foundation for later abstract learning. It fosters creative thinking, stimulates the imagination, and encourages children to express their ideas in a variety of ways.

The Kindergarten program provides a secure environment that encourages risk-taking and that leads children to value themselves as capable and competent learners. The more diverse a child's experiences, the greater the foundation for forming ideas, developing language, solving problems and expressing thoughts and feelings.

### **Principle 3**

*Young children with special education needs, through early intervention strategies, develop knowledge, skills and attitudes that prepare them for later learning.*

The Kindergarten program is based on the belief that all children can learn. Some young children have special intellectual, emotional, sensory, communication and/or physical needs that affect their learning. Others experience disadvantages that influence their learning, such as frequent changes of residence, lack of fluency in the language of instruction or limited experiences in the early years.

Although some children identified with special education needs receive specialized programming and supports prior to the Kindergarten year, the structured learning environment of Kindergarten places increased demands on children's language, social, motor and attention skills and provides further opportunity to identify children who are experiencing difficulties with learning. Coordinating appropriate learning experiences and adapting and modifying instructional strategies helps meet the identified special education needs of children.

### **Principle 4**

*Young children build a common set of experiences through interaction with others.*

When children enter Kindergarten they become involved in a much larger world and develop relationships with others, including children of their own age. Children benefit from developing positive relationships with their peers, teachers and other adults in a variety of group situations.

The Kindergarten program provides opportunities for children to develop language and accomplish new learnings through social interaction and cooperation with others. It helps children develop an awareness of individual similarities and differences, and share family and social traditions. Through the Kindergarten program, children expand their focus beyond their own needs and interests as they move into a more formal learning environment.

## *Principle 5*

### *Parents have the opportunity for meaningful involvement in the education of their young children.*

Parents play a central role in the lives of their children. They are responsible for meeting their children's physical, social and emotional needs. Parents are their children's first and most important teachers and family influences are lifelong. The Kindergarten program supports and respects the dignity and worth of the family. The values and beliefs of the home are acknowledged, and the cultural diversity of families is recognized.

When children begin Kindergarten, parents and teachers form a partnership to support learning at home and at school. The Kindergarten program builds upon the learnings children have already acquired in their home and community settings. Parents are encouraged to enhance and extend the knowledge, skills and attitudes their children develop in the Kindergarten program.

Schools provide many opportunities for parents to participate in their children's education. Parental involvement is beneficial to children, parents themselves and the Kindergarten program.

## *Principle 6*

### *Coordinated community services meet the needs of young children and their families.*

Coordination of services supports the physical, emotional, social and learning needs of children. The Kindergarten program plays a role in the coordination of community services for young children and their families.

The Kindergarten program provides information to parents about available community services to assist them in meeting the needs of their children. Community services may include health, social and family support agencies; recreational and cultural associations; and a wide variety of other groups who work with children in the community.

## PROGRAM ORGANIZATION

The Kindergarten Program Statement provides learner expectations in seven learning areas:

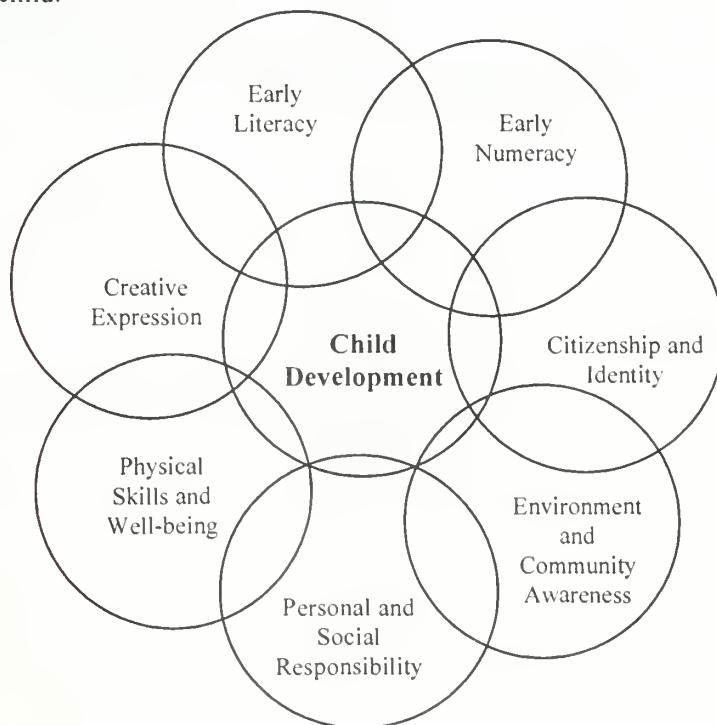
- Early Literacy
- Early Numeracy
- Citizenship and Identity
- Environment and Community Awareness
- Personal and Social Responsibility
- Physical Skills and Well-being
- Creative Expression.

Learner expectations in the early literacy, early numeracy, and citizenship and identity learning areas are the outcomes for Kindergarten in English language arts, mathematics and social studies in the *Program of Studies: Elementary Schools*. Learner expectations in the other four learning areas are integrated and focus on the early learnings in science, physical education, health and the fine arts.

The expectations of the seven learning areas are interrelated and meet the social, physical, intellectual, cultural, creative and emotional needs of young children. These learning areas describe the learnings that young children accomplish not only in the Kindergarten program, but also in their homes and communities. The learning areas provide a transition to the subject area expectations of elementary schooling.

Young children learn in an integrated way, and many of the learnings identified in this program statement will be accomplished simultaneously. It is intended that the learner expectations will be integrated through learning activities that are developmentally appropriate for young children.

The learner expectations of the Kindergarten Program Statement should be adapted and modified to meet the needs of each child.



# LEARNER EXPECTATIONS

## EARLY LITERACY

Language is the basis of all communication. Language learning is an active process that begins at birth and continues throughout life. Children learn language as they use it to communicate their thoughts, feelings and experiences; establish relationships with family members and friends; and strive to make sense and order of their world. Responsibility for language learning is shared by children, parents, teachers and the community.

Early literacy focuses on children being actively engaged in acquiring language and constructing their own understandings of how oral and written language works. Children experiment with their understanding of language, testing it in verbal interactions with their peers, parents and other adults.

Children become confident and competent language users through many opportunities to listen and speak, read and write, and view and represent. They participate in shared listening, reading and viewing experiences using such texts as picture books, fairy tales, rhymes, stories, photographs, illustrations and video programs. They share stories, using rhymes, rhythms, symbols, pictures and drama to celebrate individual and class accomplishments. Children draw, record and tell about their own ideas and experiences and participate in class and group language activities.

Children begin to use language prediction skills when stories are read aloud, and to ask questions and make comments during listening, viewing and reading activities. They read their own names, as well as some words that have personal significance. Children categorize objects and pictures, and represent and share ideas and information about topics of interest. They form recognizable letters, print their own names, and explore and experiment with new words and terms.

View the complete *Program Rationale and Philosophy for the English Language Arts Program of Studies, Kindergarten to Grade 9*, on the English Language Arts subject page at [http://www.education.gov.ab.ca/k\\_12/curriculum/bySubject/english/](http://www.education.gov.ab.ca/k_12/curriculum/bySubject/english/).

### General Learner Expectations

*The child listens, speaks, reads, writes, views and represents to explore thoughts, ideas, feelings and experiences.*

### Specific Learner Expectations

*The child:*

**Discovers and Explores**

**Expresses ideas and develops understanding**

- shares personal experiences prompted by oral, print and other media texts
- talks about ideas, experiences and familiar events.

## General Learner Expectations

*The child listens, speaks, reads, writes, views and represents to comprehend and respond personally and critically to oral, print and other media texts.*

## Specific Learner Expectations

### **Experiments with language and forms**

- talks and represents to explore, express and share stories, ideas and experiences.

### **Expresses preferences**

- talks about favourite oral, print and other media texts.

### **Sets goals**

- talks about own reading and writing experiences.

### *Clarifies and Extends*

### **Considers the ideas of others**

- listens to experiences and feelings shared by others.

### **Combines ideas**

- connects related ideas and information.

### **Extends understanding**

- expresses interest in new ideas and experiences.

### *The child:*

### *Uses Strategies and Cues*

#### **Uses prior knowledge**

- connects oral language with print and pictures
- understands that stories, information and personal experiences can be recorded in pictures and print and can be listened to, read or viewed
- expects print and pictures to have meaning and to be related to each other in print and other media texts
- understands that print and books are organized in predictable ways.

#### **Uses comprehension strategies**

- begins to use language prediction skills when stories are read aloud
- asks questions and makes comments during listening and reading activities
- recalls events and characters in familiar stories read aloud by others
- reads own first name, environmental print and symbols, words that have personal significance and some words in texts.

#### **Uses textual cues**

- attends to print cues when stories are read aloud
- begins to identify some individual words in texts that have been read aloud.

## General Learner Expectations

## Specific Learner Expectations

### Uses phonics and structural analysis

- begins to make connections among sounds, letters, words, pictures and meaning
- identifies and generates rhyming words in oral language
- hears and identifies sounds in words
- associates sounds with consonants that appear at the beginning of personally significant words.

### Uses references

- recites the letters of the alphabet in order
- copies scribed words and print texts to assist with writing.

### *Responds to Texts*

#### Experiences various texts

- participates in shared listening, reading and viewing experiences, using oral, print and other media texts from a variety of cultural traditions and genres, such as picture books, fairy tales, rhymes, stories, photographs, illustrations and video programs
- listens and views attentively
- identifies favourite stories and books.

#### Constructs meaning from texts

- relates aspects of oral, print and other media texts to personal feelings and experiences
- talks about and represents the actions of characters portrayed in oral, print and other media texts
- talks about experiences similar or related to those in oral, print and other media texts.

#### Appreciates the artistry of texts

- experiments with sounds, words, word patterns, rhymes and rhythms.

### *Understands Forms, Elements and Techniques*

#### Understands forms and genres

- experiences a variety of oral, print and other media texts.

#### Understands techniques and elements

- develops a sense of story through reading, listening and viewing experiences
- identifies the main characters in a variety of oral, print and other media texts.

#### Experiments with language

- appreciates the sounds and rhythms of language in shared language experiences, such as nursery rhymes and personal songs.

## General Learner Expectations

## Specific Learner Expectations

### *Creates Original Text*

#### **Generates ideas**

- contributes ideas and answers questions related to experiences and familiar oral, print and other media texts.

#### **Elaborates on the expression of ideas**

- listens to and recites short poems, songs and rhymes; and engages in word play and action songs.

#### **Structures texts**

- draws, records or tells about ideas and experiences
- talks about and explains the meaning of own pictures and print.

*The child listens, speaks, reads, writes, views and represents to manage ideas and information.*

*The child:*

### *Plans and Focuses*

#### **Focuses attention**

- attends to oral, print and other media texts on topics of interest
- makes statements about topics under discussion.

#### **Determines information needs**

- asks questions to satisfy personal curiosity.

#### **Plans to gather information**

- suggests ways to gather ideas and information.

### *Selects and Processes*

#### **Uses a variety of sources**

- seeks information from a variety of sources, such as people at school, at home, in the community, picture books, photographs and videos.

#### **Accesses information**

- uses illustrations, photographs, video programs, objects and auditory cues, to access information.

#### **Evaluates sources**

- asks questions to make sense of information.

## General Learner Expectations

## Specific Learner Expectations

### *Organizes, Records and Evaluates*

#### **Organizes information**

- categorizes objects and pictures according to visual similarities and differences.

#### **Records information**

- represents and talks about ideas and information; dictates to a scribe.

#### **Evaluates information**

- shares new learnings with others.

### *Shares and Reviews*

#### **Shares ideas and information**

- shares ideas and information about topics of interest.

#### **Reviews research process**

- shares information-gathering experiences.

*The child listens, speaks, reads, writes, views and represents to enhance the clarity and artistry of communication.*

*The child:*

### *Enhances and Improves*

#### **Appraises own and others' work**

- makes statements related to the content of own and others' pictures, stories or talk.

#### **Revises and edits**

- retells ideas to clarify meaning in response to questions or comments.

#### **Enhances legibility**

- forms recognizable letters by holding a pen or pencil in an appropriate and comfortable manner
- explores the keyboard, using letters, numbers and the space bar.

#### **Expands knowledge of language**

- explores and experiments with new words and terms associated with topics of interest
- experiments with rhymes and rhythms of language to learn new words.

#### **Enhances artistry**

- experiments with sounds, colours, print and pictures to express ideas and feelings.

## General Learner Expectations

## Specific Learner Expectations

### *Attends to Conventions*

#### **Attends to grammar and usage**

- develops a sense of sentence.

#### **Attends to spelling**

- hears and identifies dominant sounds in spoken words
- demonstrates curiosity about visual features of letters and words with personal significance
- connects letters with sounds in words
- prints own name, and copies environmental print and words with personal significance.

#### **Attends to capitalization and punctuation**

- recognizes capital letters and periods in print texts
- capitalizes first letter of own name.

### *Presents and Shares*

#### **Presents information**

- shares ideas and information about own drawings and topics of personal interest.

#### **Enhances presentation**

- uses drawings to illustrate ideas and information, and talks about them.

#### **Uses effective oral and visual communication**

- speaks in a clear voice to share ideas and information.

#### **Demonstrates attentive listening and viewing**

- follows one- or two-step instructions
- makes comments that relate to the topic being discussed.

*The child listens, speaks, reads, writes, views and represents to respect, support and collaborate with others.*

*The child:*

#### *Respects Others and Strengthens Community*

#### **Appreciates diversity**

- explores personal experiences and family traditions related to oral, print and other media texts.

#### **Relates texts to culture**

- explores oral, print and other media texts from various communities.

## General Learner Expectations

## Specific Learner Expectations

### Celebrates accomplishments and events

- shares stories, using rhymes, rhythms, symbols, pictures and drama to celebrate individual and class accomplishments.

### Uses language to show respect

- uses appropriate words, phrases and statements with adults and peers when speaking and listening, sharing and taking turns.

### *Works within a Group*

#### Cooperates with others

- participates in class and group activities
- finds ways to be helpful to others.

#### Works in groups

- asks and answers questions to determine what the class knows about a topic
- listens to the ideas of others.

#### Evaluates group process

- responds to questions about personal contributions to group process.

## EARLY NUMERACY

Children are curious, active learners who have individual interests, abilities and needs. Early mathematical thinking is intuitive and constructivist in nature and develops as children experience the world around them.

Early numeracy focuses on helping children connect their natural learning with the conventional language and processes of mathematics. They learn to construct their own meaning of mathematics and use mathematics to help them make sense of their world.

In Kindergarten, children explore number, patterns, shape and space, and data analysis, by working with appropriate materials, tools and contexts. They count and compare objects, and demonstrate awareness of addition and subtraction through role-playing and manipulatives. They identify and create patterns and learn about measurement by classifying, matching, describing and comparing familiar materials. Children describe, sort and build real-world objects, and learn to collect and organize information related to their world.

Children begin to develop problem-solving skills that they will continue to expand and refine throughout their schooling, as they construct personal meaning about new mathematical ideas. They also begin to use the seven mathematical processes.

C Communication	R Reasoning
CN Connections	T Technology
E Estimation and Mental Mathematics	V Visualization
PS Problem Solving	

View the complete *Program Rationale and Philosophy for the Mathematics Program of Studies, Kindergarten to Grade 6*, on the Mathematics subject page at [http://www.education.gov.ab.ca/k\\_12/curriculum/bySubject/math/](http://www.education.gov.ab.ca/k_12/curriculum/bySubject/math/).

### General Learner Expectations

#### Number

*The child describes, orally, and compares quantities from 0 to 10, using number words in daily experiences.*

### Specific Learner Expectations

#### Number Concepts

*The child:*

- counts the number of objects in a set (0 to 10). [CN, V]
- builds and compares sets of objects, and describes the relationships among them, using the terms: more than, greater than, fewer than, less than, the same as and equal to (no written symbols). [C]
- orders up to 2 sets of like objects based on the number of objects in each set. [PS]
- explores the representation of single-digit numerals, using a calculator or a computer to represent numerals on a screen. [PS, R, T]

## General Learner Expectations

*The child demonstrates awareness of addition and subtraction.*

## Specific Learner Expectations

### *Number Operations*

*The child:*

- represents the processes of addition and subtraction through role playing and the use of manipulatives. [C, CN, PS, V]

## Patterns and Relations

*The child identifies and creates patterns arising from daily experiences.*

### *Patterns*

*The child:*

- sorts objects, using a single attribute. [CN, R, V]
- recognizes and reproduces a pattern, using actions and manipulatives. [C, CN, PS, V]
- extends and creates a pattern, using actions and manipulatives. [C, CN, PS, R, V]
- describes, orally, a pattern. [C, CN]

## Shape and Space

*The child demonstrates awareness of measurement.*

### *Measurement*

*The child:*

- classifies and describes linear attributes of objects; e.g., long, short. [C]
- arranges objects in order of size, by length or by height. [E, PS]
- covers a surface with a variety of objects. [PS, V]
- uses the words full, empty, less and more, to talk about volume and capacity. [C]
- uses the words heavier or lighter, to talk about the mass (weight) of two objects. [C]
- uses the terms long time or short time, to talk about the duration of events. [C]
- uses words like hot, hotter; cold, colder; warm, warmer; cool, cooler to talk about temperature. [C]
- exchanges play money for objects in a play store. [E, PS]

*The child sorts, classifies and builds real-world objects.*

### *3-Dimensional Objects and 2-Dimensional Shapes*

*The child:*

- identifies, sorts and classifies 3-D objects in the environment. [CN, R]
- describes, and discusses orally, objects, using such words as big, little, round, like a box, like a can. [C]
- builds 3-D objects. [PS, V]

## General Learner Expectations

*The child describes, orally, the position of 3-D objects.*

## Statistics and Probability

*The child collects and organizes, with assistance, data based on first-hand information.*

## Specific Learner Expectations

### ***Transformations***

*The child:*

- describes the relative position of 3-D objects, using such words as over, under, beside, between, inside, outside. [C]

### ***Data Analysis***

*The child:*

- collects, with assistance, first-hand information. [C, PS]
- constructs, with assistance, a concrete/object graph, using one-to-one correspondence. [PS, V]
- compares data in two categories, using such words as more, less, the same. [C, CN]

## CITIZENSHIP AND IDENTITY

Children bring their own perspectives, cultures and experiences to the Kindergarten classroom. Citizenship and identity focuses on the development of a strong sense of identity, self-esteem and belonging by Kindergarten children. These provide the foundations for children to become active and responsible citizens. Children begin to develop their sense of identity and citizenship through active inquiry into their social, physical, cultural and linguistic environments.

In Kindergarten, children will explore who they are in relation to others in their world. They will be given opportunities to become aware of who they are as unique individuals and to express themselves by sharing their personal stories. Students will discover how they are connected to other people and to their communities and will be encouraged to express interest, sensitivity and responsibility in their interactions with others.

Children are introduced to the eight strands of social studies. These are interrelated and reflect its interdisciplinary nature.

C Citizenship  
I Identity  
ER Economics and Resources  
LPP The Land: Places and People

CC Culture and Community  
TCC Time, Continuity and Change  
GC Global Connections  
PADM Power, Authority and Decision Making

View the complete *Program Rationale and Philosophy for the Social Studies Program of Studies, Kindergarten to Grade 12*, on the Social Studies subject page at [http://www.education.gov.ab.ca/k\\_12/curriculum/bySubject/social/](http://www.education.gov.ab.ca/k_12/curriculum/bySubject/social/).

### General Learner Expectations

#### K.1 I Am Unique

*The child demonstrates an understanding and appreciation of the multiple social, physical, cultural and linguistic factors that contribute to an individual's unique identity.*

### Specific Learner Expectations

#### *Values and Attitudes*

*The child:*

- **values his or her own unique characteristics, interests, gifts and talents (I)**
- **appreciates the unique characteristics, interests, gifts and talents of others:**
  - appreciates feelings, ideas, stories and experiences shared by others (C, I)
  - values oral traditions of others (C)
  - appreciates that French and English are Canada's official languages (C, I)

## General Learner Expectations

## Specific Learner Expectations

### *Knowledge and Understanding*

#### *The child:*

- **examines what makes his or her own unique individuals by exploring and reflecting upon the following questions for inquiry:**
  - What are my gifts, interests, talents and characteristics? (I)
  - How do my gifts, interests, talents and characteristics make me a unique individual? (I)
  - How do culture and language contribute to my unique identity? (I, C)
  - What is the origin and/or significance of my given names? (I)
- **explores how we demonstrate respect for ourselves and others by exploring and reflecting upon the following questions for inquiry:**
  - What are the origins of the people in our school, groups or communities? (C, LPP)
  - How can we show interest and sensitivity toward social, physical, cultural and linguistic diversity in the school, groups and communities? (CC, I)
  - Why is speaking French and/or English important in our school, groups, or communities? (C, CC)
  - How can we show respect and acceptance of people as they are? (C, I)

## K.2 I Belong

*The child demonstrates an understanding and appreciation of the characteristics and interests that unite members of communities and groups.*

### *Values and Attitudes*

#### *The child:*

- **values how personal stories express what it means to belong (I)**
- **values and respects significant people in his or her life:**
  - appreciates the important contributions of individuals at home, at school and in the community (C, CC)
- **appreciates how their participation in his or her communities affects their sense of belonging (CC, I)**
  - develops an awareness of the importance of sharing the responsibility for caring for the environment (C, LPP)
  - appreciates the impact that group members have on each other (C, CC)
  - demonstrates respect for the diverse ways individuals cooperate, work and play together (C, PADM)
  - assumes responsibility for personal actions, words and choices (C)

## General Learner Expectations

## Specific Learner Expectations

### *Knowledge and Understanding*

#### *The child:*

- **examines the characteristics and interests that bring people together in groups by exploring and reflecting upon the following questions for inquiry:**
  - What brings people together in a group? (CC)
  - What might we share with people in other groups? (CC)
  - Can we belong to several groups at one time? (I, GC)
  - How do we know that we belong to groups or communities? (CC, I)
  - Does everyone belong to a group or a community? (CC)
  - How does living and participating in your community affect your sense of belonging? (CC, I)
- **examines ways in which people create a climate of cooperation by exploring and reflecting upon the following questions for inquiry:**
  - What are the rules at home, at school and in the community? (PADM)
  - Are there similar rules at home, at school and in the community? (PADM)
  - What are the benefits of working cooperatively with others? (CC)
  - What are challenges that groups face in creating a peaceful atmosphere? (C, CC)
  - In what ways can people contribute to a group or community? (CC)
  - What actions show care and concern for the environment? (C, LPP)

## SKILLS AND PROCESSES

### *Dimensions of Thinking*

#### *The child:*

- **develops skills of critical thinking and creative thinking:**
  - considers ideas and information from varied sources
  - compares and contrasts information provided
- **develops skills of historical thinking:**
  - recognizes that some activities or events occur at particular times of the day or year
  - differentiates between events and activities that occurred recently and long ago
- **develops skills of geographic thinking:**
  - recognizes familiar places or points of reference in their surroundings

## General Learner Expectations

## Specific Learner Expectations

- asks geographic questions, such as asking for directions
- **demonstrates the skills of decision making and problem solving:**
  - provides ideas and strategies to contribute to decision making and problem solving

## *Social Participation as a Democratic Practice*

*The child:*

- **demonstrates the skills of cooperation, conflict resolution and consensus building:**
  - considers the needs of others
  - works and plays in harmony with others to create a safe and caring environment
  - demonstrates a willingness to share space and resources
- **develops age-appropriate behaviour for social involvement as responsible citizens contributing to their community, such as:**
  - being a classroom helper

## *Research for Deliberative Inquiry*

*The child:*

- **applies the research process:**
  - asks questions to make meaning of a topic
  - gathers information on a particular topic from a variety of sources, e.g., illustrations, photographs, videos, objects, auditory cues

## *Communication*

*The child:*

- **demonstrates skills of oral, written and visual literacy:**
  - listens to others in a socially appropriate manner
  - responds appropriately to comments and questions, using language respectful of human diversity
- **develops skills of media literacy:**
  - determines the main points or ideas in a media presentation

## **Glossary of Terms and Concepts**

The following terms and concepts are contained within the general and specific learner expectations in the grade. The definitions are provided to facilitate a better understanding and more effective application of the social studies concepts presented.

<b>community</b>	A group of people with commonalities that may include culture, language, values and beliefs, interests, practices and ways of life, history, and/or geographically defined shared space.
<b>culture</b>	The beliefs, values, socially transmitted behaviours and traditions, language, arts and other human endeavours considered together as being characteristics of a particular community, period or people.
<b>environment</b>	What constitutes immediate surroundings and can include physical, human and natural elements.
<b>group</b>	People who are together and connected by shared interests and characteristics.
<b>individual</b>	One human being.
<b>past</b>	The time before now and today.
<b>respect</b>	Willingness to show consideration or appreciation.
<b>uniqueness</b>	Characteristic of something that is one of a kind.

## ENVIRONMENT AND COMMUNITY AWARENESS

Children use their five senses to explore, investigate and describe their environment and community. They recognize similarities and differences in living things, objects and materials. They become aware of the relationship between cause and effect and generate ideas to make personal sense of the environment.

Children explore the design, function and properties of a variety of natural and manufactured materials. Using simple tools in a safe and appropriate manner, they select and work with a variety of materials to build structures. They explore scientific and aesthetic concepts, using sand, water, blocks, clay and other materials, and begin to use some technology appropriately.

Children explore familiar places and things in the environment and community. They role-play familiar home and community situations and activities. They identify familiar shapes, symbols and sounds and recognize seasonal changes in their environment and community. They recognize familiar animals in their surroundings.

### General Learner Expectations

*The child demonstrates curiosity, interest and a willingness to learn about the environment and community.*

### Specific Learner Expectations

*The child:*

- becomes aware of the five senses and how they are used to explore, investigate and describe the world
- explores and investigates objects and events in the environment
- shows awareness of similarities and differences in living things, objects and materials
- demonstrates awareness of the properties of objects and events in the environment, by:
  - describing some properties
  - sorting objects according to common properties; e.g., colour, size, shape and texture
  - arranging objects or events in logical order
  - matching objects or events as being the same as or going together
  - distinguishing between similar objects, based on one or more characteristics
- becomes aware of the relationship between cause and effect
- generates ideas to make personal sense of objects, events and relationships.

## General Learner Expectations

*The child uses materials in the environment and community and becomes aware of how others use materials.*

## Specific Learner Expectations

*The child:*

- explores and responds to the design and properties of a variety of natural and manufactured materials and objects
- describes the function of some common objects found in and around the home and the community
- demonstrates some ways of organizing materials; e.g., collecting, arranging, creating and transporting
- selects and works with a variety of materials to build structures; e.g., blocks, wood and clay
- manipulates or uses materials for a purpose; e.g., water, sand, wood and fabric
- uses sand, water, blocks and other manipulatives to explore scientific and aesthetic concepts
- uses simple tools in a safe and appropriate manner
- recognizes the need to care for materials, and uses materials without wasting them
- begins to use some technology appropriately in learning activities and to communicate with others
- becomes aware of the importance of protecting the environment.

*The child explores familiar places and things in the environment and community.*

*The child:*

- becomes aware of colours, shapes, patterns and textures in the environment
- role-plays familiar situations; e.g., store, home, school
- recognizes that some activities or events occur at particular times; e.g., recess, lunch, bedtime and seasonal changes
- recognizes changes in weather and some ways people and animals adapt to the seasons; e.g., different clothes and migration
- describes a variety of homes; e.g., for people, animals, birds
- recognizes familiar animals and their characteristics and surroundings; e.g., farm and zoo
- identifies familiar shapes and symbols in the environment and community; e.g., circles, squares, stop signs and traffic lights
- identifies familiar sounds in the environment and community; e.g., school, home, weather, animals and machines.

## PERSONAL AND SOCIAL RESPONSIBILITY

This learning area focuses on the personal and social management skills necessary for effective learning across all subject areas. Development of personal and social skills takes time and occurs at different rates as a result of each child's personal experiences. In Kindergarten, children begin to develop and practise skills that they will continue to enhance throughout their lives.

By participating actively in learning tasks, trying new things and taking risks, children begin to develop positive attitudes and see themselves as capable of learning. Children are curious and learn to adapt to new situations. They begin to follow rules and deal with routines in a school environment. They become more independent and learn to take some responsibility for selecting and completing learning activities.

Children begin to learn about themselves as the basis for healthy interactions with others. In Kindergarten, children develop friendship skills and have opportunities to demonstrate caring and make a contribution to others. They learn to express their feelings in socially acceptable ways and show respect and a positive caring attitude toward others. They take turns in activities and discussion, and contribute to partner and group activities by working cooperatively, giving and receiving help, and joining in small and large group games and activities.

Outcomes from the Kindergarten level in Health and Life Skills and Physical Education in the *Program of Studies: Elementary Schools* are integrated into the learning area of Personal and Social Responsibility.

View the complete *Program Rationale and Philosophy for the Health and Life Skills Program of Studies, Kindergarten to Grade 9*, on the Health and Life Skills subject page at [http://www.education.gov.ab.ca/k\\_12/curriculum/bySubject/healthpls/](http://www.education.gov.ab.ca/k_12/curriculum/bySubject/healthpls/).

View the complete *Program Rationale and Philosophy for the Physical Education Program of Studies, Kindergarten to Grade 12*, on the Physical Education subject page at [http://www.education.gov.ab.ca/k\\_12/curriculum/bySubject/physed/](http://www.education.gov.ab.ca/k_12/curriculum/bySubject/physed/).

### General Learner Expectations

*The child develops positive attitudes and behaviours toward learning.*

### Specific Learner Expectations

*The child:*

- perceives self as capable of learning
- shows respect for self
- demonstrates curiosity, interest and some persistence in learning activities
- participates actively in learning tasks
- shows willingness to explore and expand learning, and to try new things
- shows willingness to adapt to some new situations
- identifies and begins to demonstrate effective listening; e.g., actively listens and responds appropriately
- demonstrates awareness of honesty
- expresses preferences, and identifies basic personal likes and dislikes.

## General Learner Expectations

*The child accepts and practises responsibility.*

## Specific Learner Expectations

*The child:*

- takes some responsibility for selecting and completing learning activities
- develops a sense of responsibility for tasks at school
- follows the rules and routines of familiar environments; e.g., classroom, school and library
- follows directions of the teacher and other school staff
- describes and demonstrates ways to be safe at home and away from home; e.g., demonstrates telephone skills, and knows when to share personal information
- develops an awareness of situations where decisions are made
- identifies ways to help
- seeks help as needed
- demonstrates awareness of the ways in which people take care of responsibilities in the home and school.

*The child demonstrates and practises independence.*

*The child:*

- gets to and from destinations within school; e.g., familiar locations
- separates from parents/guardians willingly when in familiar and comfortable situations
- selects, engages in and completes some independent learning tasks, and seeks assistance, as necessary.

*The child experiences and expresses feelings in socially acceptable ways.*

*The child:*

- demonstrates knowledge of different kinds of feelings and a vocabulary of feeling words; e.g., happiness and excitement
- explores the relationship between feelings and behaviours; e.g., feelings are okay, but not all behaviours are okay
- expresses personal feelings in appropriate ways
- begins to express and accept positive messages
- identifies situations where strong feelings could result
- begins to deal appropriately with frustration.

## General Learner Expectations

*The child develops positive relationships with others.*

## Specific Learner Expectations

*The child:*

- becomes aware of the needs of others and individual similarities and differences
- recognizes that individuals are members of various and differing groups
- demonstrates a positive, caring attitude toward others; e.g., expresses and accepts encouragement and demonstrates fair play
- expresses needs to other children and adults in an appropriate manner
- begins to develop respectful communication skills appropriate to context
- identifies causes of conflict in school or in play, and, with adult assistance, suggests simple ways to resolve conflict
- identifies ways of making friends; e.g., introduces self and invites others to join activities.

*The child contributes to group activities.*

*The child:*

- listens to peers and adults
- takes turns in activities and discussions
- works cooperatively with a partner or in a group
- offers and accepts help in partner or group situations
- performs volunteer tasks as a class; e.g., draws pictures to show appreciation
- demonstrates sharing behaviour; e.g., at home and in school
- joins in some small and large group games and activities
- identifies and demonstrates etiquette and fair play
- experiences different roles in a variety of physical activities
- displays a willingness to play alongside others.

## PHYSICAL SKILLS AND WELL-BEING

Physical activity is vital to all aspects of normal growth and development. Early childhood is the time to begin the development of active, healthy lifestyles. Children need assistance to develop the requisite knowledge, skills and attitudes that lead to continual involvement in physical activity. The aim of physical education is to enable children to develop the knowledge, skills and attitudes to lead an active, healthy lifestyle.

Health and life skills involve learning about the habits, behaviours, interactions and decisions related to healthy daily living and well-being. In Kindergarten, children begin to develop personal responsibility for health and learn about personal safety and ways to prevent and reduce risk. The aim of health education is to enable children to make well-informed healthy choices and to develop behaviours that contribute to the well-being of self and others.

Through movement, games and activities, using such equipment as balls, bean bags and hoops, children develop coordinated movement, balance and stability. Children develop finger and hand precision and eye-hand coordination through activities in which they use objects like beads, blocks, puzzles and scissors.

By participating in physical activities, by becoming aware of healthy food choices and by learning to observe safety rules, children develop attitudes and practise behaviours that promote wellness and an active, healthy lifestyle.

Outcomes from the Kindergarten level in Health and Life Skills and Physical Education in the *Program of Studies: Elementary Schools* are integrated into the learning area of Physical Skills and Well-being.

View the complete *Program Rationale and Philosophy for the Health and Life Skills Program of Studies, Kindergarten to Grade 9*, on the Health and Life Skills subject page at [http://www.education.gov.ab.ca/k\\_12/curriculum/bySubject/healthpls/](http://www.education.gov.ab.ca/k_12/curriculum/bySubject/healthpls/).

View the complete *Program Rationale and Philosophy for the Physical Education Program of Studies, Kindergarten to Grade 12*, on the Physical Education subject page at [http://www.education.gov.ab.ca/k\\_12/curriculum/bySubject/physed/](http://www.education.gov.ab.ca/k_12/curriculum/bySubject/physed/).

### General Learner Expectation

*The child acquires basic locomotor, nonlocomotor and manipulative skills through developmentally appropriate movement activities in a variety of environments.*

### Specific Learner Expectations

*The child:*

- experiences and develops locomotor skills through a variety of activities; e.g., walking, running, hopping, jumping, leaping, rolling, skipping, galloping, climbing, sliding
- experiences and develops nonlocomotor skills through a variety of activities; e.g., turning, twisting, swinging, balancing, bending, landing, stretching, curling
- experiences and develops ways to receive; e.g., catching, collecting; retain; e.g., carrying, bouncing; and send; e.g., throwing, kicking; an object, using a variety of body parts and implements and through a variety of activities

## General Learner Expectation

## Specific Learner Expectations

- experiences the basic skills in a variety of environments; e.g., playground
- demonstrates body and space awareness when performing space awareness games
- experiences educational gymnastics; e.g., exploring the use of different body parts, types of effort, space and relationships
- experiences the basic skills of running, jumping, throwing in a variety of environments; e.g., field.

***The child develops fine motor and perceptual motor skills through participation in a variety of activities.***

*The child:*

- develops fine motor skills involving finger speed, arm steadiness, arm and hand precision, finger and hand dexterity, and the manipulation of small materials
- develops perceptual-motor skills through activities involving eye-hand coordination; e.g., looking at picture books, stringing beads, cutting, pasting, drawing and collage work.

***The child develops attitudes and behaviours that promote a healthy lifestyle, wellness and safety for self and others.***

*The child:*

- identifies general physical changes that have occurred since birth; e.g., height, size of feet, weight and body shape
- identifies external body parts and describes the function of each
- recognizes improvement in physical abilities
- experiences cardio-respiratory activities
- recognizes personal abilities while participating in physical activity
- experiences how physical activity makes one feel
- experiences the changes that take place in the body during physical activity
- understands the connections between physical activity and emotional well-being; e.g., feels good
- demonstrates an understanding of basic rules and fair play
- describes and observes safety rules in the home and the school; e.g., bathroom, kitchen, stairs, playground
- recognizes appropriate nutritional habits
- recognizes that nutritious foods are needed for growth and to feel good/have energy, e.g., nutritious snacks
- begins to identify and observe safety rules in such situations as in school, the school bus, pedestrian, playground, bicycle or motor vehicle passenger safety
- recognizes that some household substances may be harmful; e.g., medication, household products
- identifies safety symbols; e.g., Block Parents, hazardous goods symbols

**General Learner Expectation****Specific Learner Expectations**

- identifies and uses positive hygiene and health care habits; e.g., hand-washing, dental care, wearing appropriate clothing for prevailing conditions
- identifies unsafe situations, and identifies safety rules for protection; e.g., avoid walking alone.

*The child assumes responsibility to lead an active way of life.*

*The child:*

- describes ways, and makes choices, to be physically active daily
- shows a willingness to participate regularly in short periods of activity with frequent rest intervals
- participates with effort in physical activities
- shows a willingness to listen to directions and simple explanations
- participates in safe warm-up and cool-down activities
- experiences moving safely and sensitively through all environments; e.g., movement activities
- participates in a class activity with a group goal; e.g., walk a predetermined distance
- makes choices to be involved in a variety of movement experiences
- describes appropriate places for children to play
- makes choices to be active.

## CREATIVE EXPRESSION

Children explore and express their thoughts and feelings through visual arts, music, drama and movement. They become aware of their own imagination and creativity and that of others as they interact with a variety of materials and respond to various forms of expression. They begin to develop an appreciation of the fine arts as they become aware of why and how ideas and feelings are communicated in many ways. As children share ideas and listen to diverse views and opinions, respect for and collaboration with others is fostered.

Through the visual arts, children experiment with diverse media to represent their ideas and experiences in two and three dimensional forms. By viewing and responding to natural forms, everyday objects and artworks they begin to learn about how we see and interpret visual images. Children express themselves through movement and individual and group musical activities, songs and games. They listen to and begin to appreciate a variety of musical instruments and different kinds of music. Through dramatic play and movement, children grow in self-awareness and self-confidence and develop their imaginative and creative thought.

Children use past experiences to develop new ideas. They experiment with using familiar materials in new ways and choose media, tools and materials to represent their ideas and experiences. They begin to connect their own experiences with forms of artistic expression in the world around them.

Outcomes from the Kindergarten level in Physical Education in the *Program of Studies: Elementary Schools* are integrated into learning area of Creative Expression.

View the complete *Program Rationale and Philosophy for the Physical Education Program of Studies, Kindergarten to Grade 12*, on the Physical Education subject page at [http://www.education.gov.ab.ca/k\\_12/curriculum/bySubject/physed/](http://www.education.gov.ab.ca/k_12/curriculum/bySubject/physed/).

### General Learner Expectations

*The child explores self-expression through creative thought and through language, art, movement, music and drama.*

### Specific Learner Expectations

*The child:*

- explores and expresses ideas, perceptions, feelings and thoughts in a variety of forms; e.g., art, music, drama and movement
- explores and experiments with patterns, movement, rhythm, sound and music
- responds to and interprets visual images, by viewing natural forms, everyday objects and artworks
- experiments with a variety of art materials to create two and three dimensional forms
- experiments with line, colour, shape, texture and pattern in diverse media to explore and express ideas
- begins to recognize and respond to elements in music, such as rhythm, melody, harmony, form and expression—, including tempo, dynamics and tone colour
- explores and begins to distinguish among the sounds of various musical instruments

## General Learner Expectations

## Specific Learner Expectations

- responds to the beat in music through such movements as walking, running, hopping, skipping and repetitive, rhythmic actions, such as clapping and tapping
- participates in action songs, singing games and poems
- experiences movement to respond to a variety of stimuli; e.g., music
- experiences body awareness when performing dance activities
- uses imagination creatively in dramatic play; e.g., story, puppets, role play and mime
- uses past experiences to develop new ideas
- explores familiar materials in new ways
- begins to select from familiar media, tools or materials to express thoughts, ideas, feelings and experiences; e.g., art materials, musical instruments, dance, story and puppets.

*The child becomes aware of various forms of expression.*

*The child:*

- becomes aware of why and how ideas are communicated through art, music, movement and drama
- becomes aware of how artists and musicians use such elements as rhythm, melody, line, colour and pattern to express ideas
- begins to discover that many objects in daily life are designed or created by artists; e.g., picture books, pottery, paintings and sculpture
- begins to connect own forms of expression to forms of expression in the world around; e.g., use of collage in own work to use of collage in picture books and artworks, and use of particular musical instruments
- responds to and appreciates the art, music, movement and drama of own and other cultures by viewing, discussing and creating.



